

# New York State District Report Card Comprehensive Information Report

BEDS Code: 45-01-01-06-0000

Name: Albion Central School District

Superintendent: Ada Grabowski

## Fall Enrollment

Grade	2000–2001	2001–2002	2002–2003
Pre-K	65	80	81
Kindergarten	176	198	167
First	232	197	199
Second	226	207	196
Third	218	229	199
Fourth	211	214	230
Fifth	249	202	215
Sixth	206	243	208
Ungraded Elementary	0	0	0
Seventh	211	223	260
Eighth	214	201	204
Ninth	240	249	228
Tenth	200	186	206
Eleventh	196	188	190
Twelfth	178	173	181
Ungraded Secondary	0	0	0
Total K-12 Enrollment	2757	2710	2683

## Student Racial/Ethnic Origin

Race/Ethnicity	2000–2001		2001–2002		2002–2003	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
American Indian, Alaskan, Asian, or Pacific Islander	56	2.0%	57	2.1%	59	2.2%
Black (Not Hispanic)	211	7.7%	203	7.5%	213	7.9%
Hispanic	131	4.8%	144	5.3%	145	5.4%
White (Not Hispanic)	2359	85.6%	2306	85.1%	2266	84.5%

## Average Class Size

Grade Level	2000–2001	2001–2002	2002–2003
Kindergarten	22	22	21
Common Branch	21	22	22
English Grade 8	19	14	20
Mathematics Grade 8	20	20	20
Science Grade 8	21	20	20
Social Studies Grade 8	21	20	20
English Grade 10	19	17	9
Mathematics Grade 10	0	17	20
Science Grade 10	0	0	0
Social Studies Grade 10	18	20	22

(Form – A)

### District Need to Resource Capacity Category

N/RC Category	Description
4	This is a rural school district with high student needs in relation to district resource capacity.

### Similar School Group and Description

Similar School Group	Description
NA	NA

All schools within the same N/RC category are divided into three similar school groups defined by the percentage of students in the school who are eligible for the free-lunch program and/or who are limited English proficient (also known as English language learners).

### Student Demographics Used To Determine Similar Schools Group

	2000–2001		2001–2002		2002–2003	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	68	2.4%	46	1.7%	61	2.2%
Eligible for Free Lunch	712	25.8%	672	24.8%	554	20.6%

### Attendance and Suspension

	1999–2000		2000–2001		2001–2002	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
Annual Attendance Rate		94.8%		94.1%		94.3%
Student Suspensions	121	4.3%	182	6.6%	152	5.6%

### Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2000–2001	2001–2002	2002–2003
Reduced Lunch	5.0%	9.6%	8.4%
Public Assistance	NA	NA	NA
Student Stability	NA	NA	NA

### Staff Counts

Staff	2002–2003
Total Teachers	199
Total Other Professional Staff	34
Total Paraprofessionals	51
Teaching Out of Certification*	11
Teachers with Temporary Licenses	1

\*Teaching out of certification more than on an incidental basis. Teachers with temporary licenses are also counted as teaching out of certification.

(Form – B)

# High School Graduates and Noncompleters

## High School Graduates Earning Regents Diplomas\*

	2000–2001			2001–2002			2002–2003		
	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas
General Education	146	83	57%	140	80	57%	136	100	74%
Students with Disabilities	6	0	0%	12	3	25%	9	3	33%
All Students	152	83	55%	152	83	55%	145	103	71%

\*Only students awarded local diplomas (including local diplomas with Regents endorsements) are counted as high school graduates. Because of a change in data collection procedures during the 2001–2002 school year, diploma counts and percentage of graduates earning Regents diplomas are not necessarily comparable between years. Data for the 2000-2001 school year include January, June and August 2001 graduates; data for the 2001-2002 school year include January and June 2002 graduates; data for the 2002–2003 school year include August 2002 and January and June 2003 graduates.

## Distribution of 2002–2003 Graduates (All Students)

	To 4-year College	To 2-year College	To Other Post-Secondary	To the Military	To Employment	Other
Number	57	42	5	14	20	7
Percent	39%	29%	3%	10%	14%	5%

## Number of High School Completers with Disabilities in 2002–2003

Graduates* (a)	Regents Diplomas (b)	IEP Diplomas or Certificates (c)	All 2002–2003 Completers (a+c)
9	3	11	20

\*Local Diplomas (including local diplomas with Regents endorsements)

## High School Noncompletion Rates

		2000–2001		2001–2002		2002–2003	
		No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
General-Education Students	Dropped Out			23		21	
	Entered GED Program*			11		4	
	Total Noncompleters			34		25	
Students with Disabilities	Dropped Out			8		10	
	Entered GED Program*			2		0	
	Total Noncompleters			10		10	
All Students	Dropped Out	8	1.0%	31	3.9%	31	3.9%
	Entered GED Program*	44	5.4%	13	1.6%	4	0.5%
	Total Noncompleters	52	6.4%	44	5.5%	35	4.3%

\*The number and percentage of students who left K-12, diploma-bound systems and entered an alternative program leading to a high school equivalency diploma.

(Form – C)

# Career Development and Occupational Studies (CDOS)

## Percentage of Students Documenting Self- and Career-Awareness Information and Career Exploration Activities, K-3

Grades	2000-01	2001-02	2002-03
K-1		0%	0%
2-3		0%	0%

## Students Developing a Career Plan, 4-12

Grades		2000-01	2001-02	2002-03
4-5	Number of General-Education Students		0	0
	Number of Students with Disabilities		0	0
	Number of All Students		0	0
	Percent of Enrollment		0%	0%
6-8	Number of General-Education Students		0	0
	Number of Students with Disabilities		0	0
	Number of All Students		0	0
	Percent of Enrollment		0%	0%
9-12	Number of General-Education Students		0	0
	Number of Students with Disabilities		0	0
	Number of All Students		0	0
	Percent of Enrollment		0%	0%

## Second Language Proficiency Examinations

### General-Education Students

Test	2000-2001		2001-2002		2002-2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	0	0%	0	0%	0	0%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	52	79%	49	78%	51	92%
Spanish	117	87%	105	79%	94	82%

### Students with Disabilities

Test	2000-2001		2001-2002		2002-2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	0	0%	0	0%	0	0%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	8	0%	10	30%	4	#

(Form-D)

# Regents Competency Tests

## General-Education Students

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	1	#	1	#	6	100%
Science	14	86%	4	#	0	0%
Reading	0	0%	3	#	1	#
Writing	0	0%	3	#	1	#
Global Studies	2	#	2	#	5	80%
U.S. Hist & Gov't	6	50%	1	#	4	#

## Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	4	#	9	78%	42	76%
Science	6	67%	5	100%	7	57%
Reading	9	78%	4	#	9	44%
Writing	8	88%	5	80%	16	75%
Global Studies	1	#	4	#	21	67%
U.S. Hist & Gov't	13	38%	6	50%	6	67%

(Form – E)

# Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
<b>Comprehensive English</b>						
Number Tested	193	173	200	21	12	14
Number Scoring 55–100	180	156	180	12	8	9
Number Scoring 65–100	157	135	159	5	4	6
Number Scoring 85–100	44	45	65	0	0	1
Percentage of Tested Scoring 55–100	93%	90%	90%	57%	67%	64%
Percentage of Tested Scoring 65–100	81%	78%	80%	24%	33%	43%
Percentage of Tested Scoring 85–100	23%	26%	33%	0%	0%	7%
<b>Mathematics A</b>						
Number Tested	195	195	224	16	13	11
Number Scoring 55–100	171	176	202	14	12	6
Number Scoring 65–100	154	155	182	10	8	5
Number Scoring 85–100	85	69	70	1	2	2
Percentage of Tested Scoring 55–100	88%	90%	90%	88%	92%	55%
Percentage of Tested Scoring 65–100	79%	79%	81%	62%	62%	45%
Percentage of Tested Scoring 85–100	44%	35%	31%	6%	15%	18%
<b>Mathematics B (first administered June 2001)</b>						
Number Tested	1	49	88	0	1	1
Number Scoring 55–100	#	42	82	0	#	#
Number Scoring 65–100	#	38	71	0	#	#
Number Scoring 85–100	#	21	28	0	#	#
Percentage of Tested Scoring 55–100	#	86%	93%	0%	#	#
Percentage of Tested Scoring 65–100	#	78%	81%	0%	#	#
Percentage of Tested Scoring 85–100	#	43%	32%	0%	#	#
<b>Global History and Geography</b>						
Number Tested	171	197	230	15	15	24
Number Scoring 55–100	163	180	192	12	8	10
Number Scoring 65–100	140	163	164	6	6	6
Number Scoring 85–100	61	47	57	0	0	0
Percentage of Tested Scoring 55–100	95%	91%	83%	80%	53%	42%
Percentage of Tested Scoring 65–100	82%	83%	71%	40%	40%	25%
Percentage of Tested Scoring 85–100	36%	24%	25%	0%	0%	0%
<b>U.S. History and Government (first administered June 2001)</b>						
Number Tested	89	207	196	8	15	10
Number Scoring 55–100	73	186	189	3	10	9
Number Scoring 65–100	60	158	181	3	6	8
Number Scoring 85–100	28	62	73	1	0	0
Percentage of Tested Scoring 55–100	82%	90%	96%	38%	67%	90%
Percentage of Tested Scoring 65–100	67%	76%	92%	38%	40%	80%
Percentage of Tested Scoring 85–100	31%	30%	37%	12%	0%	0%

(Form – F)

# Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
<b>Living Environment (first administered June 2001)</b>						
Number Tested	119	154	143	1	3	12
Number Scoring 55–100	116	153	139	#	#	10
Number Scoring 65–100	110	152	135	#	#	8
Number Scoring 85–100	33	63	42	#	#	2
Percentage of Tested Scoring 55–100	97%	99%	97%	#	#	83%
Percentage of Tested Scoring 65–100	92%	99%	94%	#	#	67%
Percentage of Tested Scoring 85–100	28%	41%	29%	#	#	17%
<b>Physical Setting/Earth Science (first administered June 2001)</b>						
Number Tested	71	117	175	7	6	13
Number Scoring 55–100	62	112	162	5	5	8
Number Scoring 65–100	59	104	145	4	4	7
Number Scoring 85–100	24	29	55	1	0	1
Percentage of Tested Scoring 55–100	87%	96%	93%	71%	83%	62%
Percentage of Tested Scoring 65–100	83%	89%	83%	57%	67%	54%
Percentage of Tested Scoring 85–100	34%	25%	31%	14%	0%	8%
<b>Physical Setting/Chemistry (first administered June 2002)</b>						
Number Tested		48	70		0	0
Number Scoring 55–100		41	65		0	0
Number Scoring 65–100		29	52		0	0
Number Scoring 85–100		4	12		0	0
Percentage of Tested Scoring 55–100		85%	93%		0%	0%
Percentage of Tested Scoring 65–100		60%	74%		0%	0%
Percentage of Tested Scoring 85–100		8%	17%		0%	0%
<b>Physical Setting/Physics (first administered June 2002)*</b>						
Number Tested						
Number Scoring 55–100						
Number Scoring 65–100						
Number Scoring 85–100						
Percentage of Tested Scoring 55–100						
Percentage of Tested Scoring 65–100						
Percentage of Tested Scoring 85–100						

\* Physical Setting/Physics results are not included in the report card because the Department is issuing a new conversion chart for this assessment. Data currently available to the Department are based on the original conversion chart for the assessment.  
(Form – G)

# Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
<b>Comprehensive French</b>						
Number Tested	0	0	0	0	0	0
Number Scoring 55–100	0	0	0	0	0	0
Number Scoring 65–100	0	0	0	0	0	0
Number Scoring 85–100	0	0	0	0	0	0
Percentage of Tested Scoring 55–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	0%	0%	0%	0%	0%
<b>Comprehensive Italian</b>						
Number Tested	0	0	0	0	0	0
Number Scoring 55–100	0	0	0	0	0	0
Number Scoring 65–100	0	0	0	0	0	0
Number Scoring 85–100	0	0	0	0	0	0
Percentage of Tested Scoring 55–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	0%	0%	0%	0%	0%
<b>Comprehensive German</b>						
Number Tested	0	0	0	0	0	0
Number Scoring 55–100	0	0	0	0	0	0
Number Scoring 65–100	0	0	0	0	0	0
Number Scoring 85–100	0	0	0	0	0	0
Percentage of Tested Scoring 55–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	0%	0%	0%	0%	0%
<b>Comprehensive Hebrew</b>						
Number Tested	0	0	0	0	0	0
Number Scoring 55–100	0	0	0	0	0	0
Number Scoring 65–100	0	0	0	0	0	0
Number Scoring 85–100	0	0	0	0	0	0
Percentage of Tested Scoring 55–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	0%	0%	0%	0%	0%
<b>Comprehensive Spanish</b>						
Number Tested	50	63	75	1	0	3
Number Scoring 55–100	47	60	75	#	0	#
Number Scoring 65–100	42	60	68	#	0	#
Number Scoring 85–100	16	37	33	#	0	#
Percentage of Tested Scoring 55–100	94%	95%	100%	#	0%	#
Percentage of Tested Scoring 65–100	84%	95%	91%	#	0%	#
Percentage of Tested Scoring 85–100	32%	59%	44%	#	0%	#
<b>Comprehensive Latin</b>						
Number Tested	19	23	44	0	0	0
Number Scoring 55–100	19	23	44	0	0	0
Number Scoring 65–100	19	23	44	0	0	0
Number Scoring 85–100	14	21	38	0	0	0
Percentage of Tested Scoring 55–100	100%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 65–100	100%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 85–100	74%	91%	86%	0%	0%	0%

(Form – H)

# Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
<b>Sequential Mathematics, Course II (last administered January 2003)</b>						
Number Tested	13	1	1	0	0	0
Number Scoring 55–100	13	#	#	0	0	0
Number Scoring 65–100	9	#	#	0	0	0
Number Scoring 85–100	2	#	#	0	0	0
Percentage of Tested Scoring 55–100	100%	#	#	0%	0%	0%
Percentage of Tested Scoring 65–100	69%	#	#	0%	0%	0%
Percentage of Tested Scoring 85–100	15%	#	#	0%	0%	0%
<b>Sequential Mathematics, Course III</b>						
Number Tested	106	10	0	5	0	0
Number Scoring 55–100	94	8	0	5	0	0
Number Scoring 65–100	91	6	0	4	0	0
Number Scoring 85–100	49	3	0	2	0	0
Percentage of Tested Scoring 55–100	89%	80%	0%	100%	0%	0%
Percentage of Tested Scoring 65–100	86%	60%	0%	80%	0%	0%
Percentage of Tested Scoring 85–100	46%	30%	0%	40%	0%	0%

(Form – I)

## Introduction to Occupations Examination

	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	116	97%	63	98%	54	96%
Students with Disabilities	8	100%	5	60%	19	58%

On school reports, 2000–2001 and 2001–2002 data are for all students with disabilities enrolled in the school. District reports contain data for all students with disabilities enrolled in the district for the 2000–2001, 2001–2002, and 2002–2003 school years.

### Elementary-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
<b>Nov 2002</b>	General-Education Students	193	1%	9%	72%	18%
	Students with Disabilities	17	29%	24%	47%	0%
	All Students	210	3%	10%	70%	17%

### Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
<b>June 2003</b>	General-Education Students	170	1%	28%	55%	15%
	Students with Disabilities	29	28%	45%	28%	0%
	All Students	199	5%	31%	51%	13%

(Form – J)

# New York State Alternate Assessments (NYSAA) 2002–2003

Test	Count of Students					
	Tested	Not Tested	Level 1	Level 2	Level 3	Level 4
<b>Elementary Level</b>						
Social Studies	1	0	#	#	#	#
<b>Middle Level</b>						
Social Studies	0	0	0	0	0	0
<b>Secondary Level</b>						
English Language Arts	1	0	#	#	#	#
Social Studies	1	0	#	#	#	#
Mathematics	0	0	0	0	0	0
Science	1	0	#	#	#	#

## 1999 Cohort Performance on Regents Examinations after Four Years

	General-Education Students			Students with Disabilities			All Students		
	Global History & Geo.	U.S. History & Gov't	Science	Global History & Geo.	U.S. History & Gov't	Science	Global History & Geo.	U.S. History & Gov't	Science
Cohort Enrollment	162	162	162	17	17	17	179	179	179
Number Scoring 55–64	12	4	9	3	2	1	15	6	10
Number Scoring 65–84	100	92	98	6	4	4	106	96	102
Number Scoring 85–100	41	52	47	0	0	0	41	52	47
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)